



School: Garibaldi Secondary
Principal: Ian Liversidge
Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social-Emotional Learning (SEL) and Personal Wellness.
Staff will continue our work empowering school community members to achieve their full potential as resilient, compassionate, and thoughtful citizens through the use of resources, mentorship, trauma-informed practice and positive relationships. We will support and emphasize the need for continuous growth and learning as individuals and as a community.

B. Rationale

During the October 2023 growth planning day, school administration presented data from the Youth Development Instrument (YDI) for Grade 11s, the Student Learning Survey (SLS) for Grade 10s and 12s, and updated community census information. The statistics show a representation of the dramatic needs within our school for extended longitudinal focus on the development of our youth. As a community, Garibaldi has a significant proportion of transient families and a very diverse social economic spectrum. This year, we will also see 30% of our student population as being Ministry identified. We continue to collaborate and adjust our instructional patterns and strategies to ensure our learning environments support our diverse learners by providing the necessary supports for stability and positive student interactions.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Aspects of the International Baccalaureate (IB) Middle Year program tie nicely to our school goal. The approaches to learning embedded in the IB program lay a foundation for thoughtfulness, open-mindedness, positive personal strength, and the development of a growth mindset.
- As a staff, we are consciously moving to more feedback-oriented assessment, which aligns nicely with the updated Ministry reporting order. We will continue to develop assignments that focus on the design cycle/design labs by creating projects that give students the opportunity to reflect on and develop an awareness of their thinking and understanding. Learning to learn is inherent in this goal and it is key to building student strength and capacity. SEL growth and wellness comes from knowing you're getting better at something and being in a community that supports it.
- Grading practices (assessment focused on process).
- World View as a goal of the IB experience.

D. Evidence / Data (how will you measure success?)

We continue to develop meaningful opportunities for students to demonstrate and grow in their social-emotional health/wellness. Examples include:

- Formal mentorship (elementary school Growing Roots program and in specific classes, such as Physical Education Leadership and Science 11).
- Continuation of school-wide Wellness Wednesday, physical health education, and mental health and personal health modules.
- TALL (tolerance, acceptance, love, and learning) project through Safe and Caring Schools blocks to lead classroom discussions and activities around acceptance and understanding.
- Continue to support diverse curricular and extracurricular activities and clubs to maximize opportunities for student community connection.



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Goal 2: Garibaldi Secondary School (GSS) will build a strong, inclusive team that values all our unique and diverse community members while also improving opportunities to communicate with and adapt to everyone's strengths and challenges.

B. Rationale

GSS has experienced targeted behaviour against marginalized members of our community and the impact was extraordinary to staff and students. We are working to make change in the level of acceptance and understanding of all our students. Last year, we focused on identifying the concern and understanding its depth while engaging district resources to assist with providing supports to all involved. We listened and we were reactive. This year, we want to build on that by being more proactive and educational. We will be talking and sharing. GSS needs to teach all students strategies for responding to discrimination, stereotyping and bullying. The school community needs to have a better understanding of inclusivity.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- Using Pro-D and collab time to work on trauma-informed practices and defining inclusion
- Literary choices that reflect all members of our community
- In-house gifted program
- GAP classes: small class to bridge earlier learning gaps and make connections with struggling students
- Classroom work on ATL (Approaches to Learning) and social awareness, followed by reflection
- Learning about historical changes in society (how we can learn from them today)
- Practice collab skills with group work opportunities, teams and clubs that promote listening skills, safe conversation and acceptance of others
- Exposure to music from a variety of cultures
- Monthly instructional assessment holds to reflect on ATL and CC (core competencies), led by class discussion
- TALL (tolerance, acceptance, love, and learning) project through Safe and Caring Schools blocks to lead classroom discussions and activities around acceptance and understanding

D. Evidence / Data (how will you measure success?)

- Visual cues in classrooms guiding informed practice for valuing others
- Surveys
- Counselling department feedback/impact and Safe and Caring Schools referrals
- More teachers connecting through Microsoft Teams (safe way for students and teachers to reach out to each other)
- Parent Advisory Council (PAC) feedback
- Flex group (at-risk students) feedback, led by child care worker (CCW) and counsellors
- Reports from case managers on diversified options for students to complete tasks
- Feedback from teachers about changes in their practice and the results



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Goal 3: Deepen staff understanding of anti-racism pedagogy within the school setting and develop initiatives that foster understanding of ways of knowing and being (the histories and cultures of First Nations, Inuit, and Métis peoples as outlined in the 9th Professional Standard for BC Educators) and explore culturally responsive practices.

B. Rationale

The staff at Garibaldi remain committed to Truth and Reconciliation and anti-racism education for all. This ongoing journey involves addressing internalized bias and a commitment to fostering an equitable work and learning environment for all students and staff. Our focus is on our diverse community of learners that have a diverse subset of needs both academically and culturally. We will work towards this goal to ensure that all voices are reflected in our school community.

C. Action Plan (list specific actions, school level and district level resources or structures used)

- First Peoples Principles of Learning will be shared regularly in staff meetings, newsletters, and classroom graphics linking to curriculum and practice.
- Engagement of the Aboriginal support worker in classrooms focusing on First Nations cultural experiences.
- With guidance from the Anti-Racism Committee, the school will provide more awareness and engagement in anti-racism learning through self-reflection and anti-bias activities with staff and students.
- Students will continue their development of the Core Competencies/Approaches to Learning as outlined in the K-12 Anti-Racism Action Plan & Teachers' Guide.
- School departments working on strategies to 1) build connected learners that celebrate diversity and culture, 2) provide strategies that focus on recognizing and embracing diverse perspectives, 3) explore connections to community resources, and 4) focus on student-centred and Universal Design for Learning (UDL) approaches to the delivery and facilitation of learning in the classroom.

D. Evidence / Data (how will you measure success?)

- Continue monthly staff meeting conversations and updates.
- More publication and awareness of resources, supports and equity education in school-based newsletters, general spaces, classrooms and assemblies.
- Feedback from the school subcommittee focusing on anti-racism and equity, which includes voices from staff and students. For the 2023/24 school year, students will be invited to join a Student Voice for Equity student committee.
- Year-over-year data collection of the number of students selecting courses with Indigenous curricular foundation.
- Work towards inclusion of Indigenous voices in school-wide celebrations/cultural activities. Continued learning through land acknowledgments.
- Increasing the visibility of all our students' cultural identities through our hallways and classroom spaces.